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dari penerbit

28 (217-227)	Hairuddin K Inconsistency of Condom Use Behavior For Commercial Sex Workers In Makassar (Habermas' Communicative Action Perspective Theory)	Universitas Megarezky
29 (228-235)	Jangga, Saparuddin Latu, Mawar Analysis of Minimum Service Standards On The Installation of Regional General Hospital Pharmacy In West Sulawesi Province	Universitas Megarezky
30 (236-241)	Cayati, Jusmawati, Jumliadi The Influence of The Family Environment And The Background of Parents' Education On The Learning Achievements of Grade V Students At SD Inpres Bangkala Iii Makassar City	Universitas Megarezky STAI DDI
31 (242-245)	Intisari, Tasrif Akib Improvement of Children's Intrapersonal Abilities With Applying The Approach Emilia Reggio In TK Nurul Taqwa Gowa District	Universitas Megarezky
32 (246-259)	Suardi, Andi Agustang, Jumadi Domination of The Power of Quality And Quantity of State School Education Against Private Schools As Factors Causing Symbolic Violence of Students In Bantaeng District	Universitas Muhammadiyah Makassar, Universitas Negeri Makassar
33 (260-266)	Darmawati The Influence of Social Welfare on Election The Heads of Local Governments	Universitas Hasanuddin
34 (267-272)	Rahmat Haji Saeni, Arwinda Ansar, Rika Handayani Description of Feeding Patterns And Nutritional Status of Children In Coastal Area of Babana Village, Budong-Budong District, Central Mamuju Regency In 2019	Politeknik Kesehatan Negeri Mamuju; Universitas Megarezky
35 (273-275)	Nurul Amaliah Hasbi, Sitti Mariah Ulfa Traditional Story Telling Method In Improving Children's Responsible Character at B Group PAUD Syafa'ah Passarang of Kabupaten Majene	IAI DDI POLMAN
36 (276-281)	Sutrani Syarif, Nurfaizah Alza Nurhidayat Triananinsi Compressing of Ice Gel Pack For The Pain of Labor in The First Stage of The Active Phase st BPM Suryanti Makassar 2019	Universitas Megarezky
37 (282-288)	Alfyan Rahim, Thaslifa, Irwansyah Screening For Pre-Diabetes In Obese Youth By Using TTGO	Universitas Megarezky
38 (289-294)	Alvian Tri Putra Darti Akhsa, Muh Ikhsan Amar Geographic Information System of Makassar Health Care Facilities During Covid-19 Pandemic	Universitas Megarezky
39 (295-301)	Harifuddin Halim, Abdul Malik Iskandar, Asmirah, Suhardianto, Andi Burchanuddin, Nurmi Nonci, Rusdi Maidin Population Growth: Environmental and Development Consequences	Universitas Bosowa Universitas Megarezky
40 (302-304)	Ina Kuswanti, Lusa Rochmawati Knowledge of Pregnant Women About Prevention of Mother To Child of HIV Transmission (PMTCT)	Midwifery of STIKES Yogyakarta
41 (305-316)	Juanda, Anshari Affective Perception of Environmental Phenomenons in The Short Story The Destruction of The Prohibited Forest Students Department of Indonesian Language and Literature Makassar State University	Universitas Negeri Makassar

AFFECTIVE PERCEPTION OF ENVIRONMENTAL PHENOMENONS IN THE SHORT STORY THE DESTRUCTION OF THE PROHIBITED FOREST STUDENTS DEPARTMENT OF INDONESIAN LANGUAGE AND LITERATURE MAKASSAR STATE UNIVERSITY

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ABSTRACT: Many short stories are published by Indonesian weekly newspapers. However, the students' affective perceptions of the short stories are not yet known. This study aims to determine the students' affective perceptions of the short story *The Destruction Of The Prohibited Forest*, written by Bahagia weekly newspaper *Republika*, Indonesia. This research uses mixed-method, quantitative-qualitative descriptive. The used is Garrard's ecocritic approach. The data source which is the object of this research is the Indonesian Weekly short stories in 2018, 2019, and 2020. The population are students of the Indonesian Language and Literature Department. Students who were the research samples were students of the Indonesian Language and Literature Department, Makassar State University, 2018 and 2019/2020 even semester at FBS, UNM, totaling 75 students. The data collection technique used in this study was a questionnaire technique with a Likert scale. The data in the form of short stories with environmental themes were transcribed and analyzed based on the ecocritical concept of Garrard, 2004. The results showed that students' affective perceptions of the environmental phenomenon of the short story *The Destruction of the Forest of Prohibition* were direct responses (acceptance) relating to feelings or emotions after reading the short stories. Students' affective perceptions of the short story about the destruction of the forbidden forest were a positive response. Based on a questionnaire circulated by researchers to students, it turned out that the students agreed with the Madzkur character in the short story to defend the forest in their village, 61%. Then followed

by animal conservation, 52%; settlement, 48%; global warming, 47%; pollution, 45%; selection of short stories with the theme of the environment, 43% and 41% natural disasters.

Keywords: Affective perception, ecocritic, and short story

INTRODUCTION

In Indonesia, literature learning is taught only up to senior high school in Indonesian subjects. When continuing to higher education, there is no opportunity for students to appreciate literature except on their initiative as a part of their hobby of reading. Appreciation of literary works is exclusive to students who are engaged in pure literature or Indonesian language and literature education. Meanwhile, literature is an important part of literary and non-literary learning and is a compulsory subject for undergraduate students from various faculties abroad. Appreciation of literature plays a role in the development of cognitive, affective, and controlling aspects of student knowledge arrogance.

Literary authors have played an important role in environmental conservation with many authors who raise environmental issues in literary works. This can be seen from various experts who criticize literary works with an ecocritical approach, including Literary works with environmental themes that play a role in shaping the character of students and students, especially aspects of environmental care. Short stories with environmental themes criticized by students aim to find out the narrative form expressed by the authors so that students have a positive affective perception of environmental-themed short stories (Trisnawati, 2014); Juanda, J., & Ramly, R. (2019). Furthermore, students apply it in everyday life for the preservation of the environment around them. Many short stories are published by Indonesian weekly newspapers. However, we don't know the students' affective perceptions of short stories. This study aims to determine the students' affective perceptions of the short story *The Destruction Of The Prohibited Forest*, written by Bahagia weekly newspaper *Republika*, Indonesia.

Research on literature and the environment has been carried out by various experts, including Simpande (2020); Jørgensen (2020); Ramsay (2020); (Herbowo, 2020); (Termizi & Said, N. A. A. M., 2020); (Cahillane, 2020); (Hakim, Fahmi, N. K., & Ilmia, W., 2020); (Anggarista, 2020); (Inderawati, Hamid, E., Masri, A., & Ansori, A., 2011); (Ayide, 2020); (Lupinacci, 2020); (Trilla, Weigand, A., & Dziobek, I. 2020); (Anggitasari, Tarwana, W., Febriani, R. B., & Syafradin, S. 2020). However, this study has not explored in depth the students' affective perceptions of the weekly short stories in Indonesia.

Simpande (2020) has examined the nature represented in four award-winning short stories about ecocritical issues raised in short stories. These findings highlight the contribution of Zambian authors to the discourse of increasing awareness of 21st century environmental and natural issues. An ecocritical approach to the genre of scientific texts and animal biographies and the evolving field of material ecocriticism to understand the complex narratives of environmental history (Jørgensen, 2020).

Ramsay (2020) discusses the way urban communities in the Arab world acquire ecological literacy (eco-literacy) in a short story by an Egyptian writer. Furthermore, research on short stories expressing ecological awareness and caring attitudes towards nature shows that the existence of the urang bunian myth is a form of local wisdom of the local community. Public trust in the presence of urang bunian indirectly impacts the behavior of the community in protecting and preserving natural resources. Besides, the existence of urang bunian has an impact on the development of culture and science, namely its existence provides an understanding of certain times that are allowed to hunt. Urang bunian is considered as advice, belief, and taboo for the public in the short story "Orang Bunian" by Gus TF Sakai (Herbowo, 2020).

An ecocritical study of the works of post-independence Malaysian writers, namely Shahnnon Ahmad, Kamarul Zaman Ariff, and Rehman Rashid. These authors use Malaysia or part of it as an ecological landscape in their works, namely: No Harvest but a Thorn (1966), Long Road to Merdeka (2006), and A Malaysian Journey (2006). This study places writings as the key to the ecocritical thought movement, namely human and non-human material ecocriticism living side by side and interacting (Termizi & Said, N. A. A. M., 2020). An article that analyzes the representation of water as an energy source in the novel Thea Astley (Cahillane, 2020).

The ecocritic element reflected by the author through the short story Pegayus Fall integrates ecological values in teaching literature. The results showed that the authors reflected on environmental phenomena which included illegal logging, buying and selling of protected animals, and exploitation of gold. This analysis is applied to literary learning which has an important role in character education. Literature in education has a role in developing linguistic, cognitive, affective, psychomotor, personality, and social aspects of students (Hakim, Fahmi, N. K., & Ilmia, W., 2020). Research that identifies forms of ecological criticism in the collection of short stories Cemara by Hamsad Rangkuti. A collection of short stories by Hamsad Rangkuti's Cemara as an ecological critique of illegal logging and hunting of wild life (Anggarista, 2020).

Barr (1991) in his book *Handbook of Reading Research* focuses his research on reader response. Readers with positive attitudes towards literary texts show higher emotional inclusion than those with negative attitudes. The attitude of a reader's interest in literary texts tends to lead to the application of emotion and higher intellectual power. Furthermore, research conducted by Purves, There are many other studies in Barr's book that focus on reader responses as suggested by Beach and Marshall (1990).

Research that focuses on human binary interactions with nature in Zakes Mda's *The Whale Caller*. Mda is an African novelist, concerned about preserving nature properly. This novel mediates between human and non-human elements. *The Whale Caller*, among other themes, aesthetically reflects how the tourism economy and poverty among the rural population of South Africa pose threats to environmental protection and preservation. Mda places new emphasis on the human and animal binaries that form the basis of environmental discourse in contemporary South African fiction. This narrative emphasizes the neglected non-human elements of tourism and the unequal distribution of resources so that animals and humans are exposed (Ayide, 2020).

The past few decades have criticized how neoliberal policies and reform efforts have contributed to human dependence on the planet's diverse species and ecosystems. Environmental educators maintain the importance of respecting and acting in defense of diversity as the core foundation of democratic life and recognize that EE researchers and environmental educators are committed to addressing the cultural roots of social justice and sustainability in a variety of academic-activist ways. Recognizing the need for ecocritical pedagogy that challenges the status quo relationship between higher education and teacher preparation (Lupinacci, 2020).

Furthermore, research on short stories and perceptions for students has been carried out by, among others: Inderawati, Hamid, E., Masri, A., & Ansori, A. (2011); Trilla, Weigand, A., & Dziobek, I. (2020); (Anggitasari, Tarwana, W., Febriani, R. B., & Syafryadin, S. 2020); (Setyoko, Andayani, A., & Setiawan, B., 2020). The problem raised in this research is how students appreciate literature and their perceptions of the importance of literature in developing character. The results of this study indicate that students can identify both the character of the protagonist and the evil character of the antagonist, provide arguments for important events in the story, including their feelings in the character of the story, and relate the contents of the story to real life and literary appreciation activities in the department and Non-language faculty can be categorized as very good (96.2%) (Inderawati, Hamid, E., Masri, A., & Ansori, A., 2011).

Life stories are psychosocial constructs of a person's past, present, and future. Representative stories are mental representations of other people's life stories. In two studies, we examined mutual agreement among participants' personal and representative story features and whether an agreement was consistent with the closeness of the relationship. An agreement is measured by the affective qualities and real events of the key scenes. The stories of personal representatives and target informants show a tone of agreement, but not in redemption or contamination (Study 1). Real events in the informant representative scene corresponded to 25% of participants' personal life stories, and this agreement was increased with the greater closeness of the relationship (Study 2). The findings of this research support the idea that understanding important events in a person's life can facilitate interpersonal closeness (Trilla, Weigand, A., & Dziobek, I. 2020). This study aims to find out how the response of EFL students in enjoying short stories using Wattpad and their perceptions and experiences in enjoying short stories by reading Wattpad. It is concluded that there is positive feedback using Wattpad as a medium for literary learning similar to previous studies, this study also focuses on Wattpad. as a medium for learning literature (Anggitasari, Tarwana, W., Febriani, RB, & Syafryadin, S. 2020).

In learning short stories students will also get the freedom to think creatively and participate actively so that emotional intelligence can be well-formed (deVries, 2019). The elements of building a short story can change the thinking and behavior of students so that they get lessons from experience. Students will be invited to develop empathy and critical thinking skills (Setyoko, Andayani, A., & Setiawan, B., 2020).

RESEARCH METHODS

This research uses descriptive quantitative-qualitative methods. The approach used is Garrard's ecocriticism. The data source which is the object of this research is the Indonesian Weekly short stories in 2018, 2019, and 2020. The population are students of the Indonesian Language and Literature Department. Students who were the research samples were students of the Indonesian Language and Literature Department, Makassar State University, 2018 and 2019/2020 even semester at FBS, UNM, totaling 75 students.

The data collection technique used in this study was a questionnaire technique with a Likert scale. Data in the form of short stories with environmental themes are transcribed and analyzed based on the ecocritical concept which includes 1) pollution, 2) wilderness 'wilderness', 3) natural disasters 'apocalypse', 4) dwelling settlements, 5) 'Animals'. , and 6) the earth 'the Earth' (Garrard, 2004). Furthermore, data collected from student

questionnaires circulated online and collected via email were analyzed based on percentages.

RESULTS RESEARCH

Students' affective perceptions of the Environmental Phenomenon of the Disappearance of the Destruction of Prohibited Forest Short Story is a direct response (acceptance) relating the feeling after reading the short story. This is described based on the questionnaire items distributed to students, as follows: 1. I choose and then read short stories with environmental themes; 2. I rearrange the deforested forest so that pollution does not occur, as Madzkur and Rahmat did in the Destruction of Prohibited Forest; 3. I believe that natural disasters always occur in the form of landslides and floods when they destroy forests; 4. I defend the forest as the leader Sir Madzkur defends the forest in his village; 5. I support the character Sir Madzkur in a short story that fights for animal conservation; 6. I organize rural and urban settlements by maintaining the forest as a source of water and the availability of water catchment areas, such as holes in a ban; 7. I organize and protect the forest so that it does not burn by the flames and then destroy the entire forest. The descriptions of individual perceptions are described as follows. 1. Selection of environmental theme short stories In the questionnaire section, the selection of environmental-themed short stories was dominated by students who agreed with the environment-themed short story phenomenon. The Destruction of Prohibited Forest short stories, 43% agree, 33% neutral, 23% strongly agree, and 1% disagree. Students' affective perceptions can be seen in Figure 1 below.

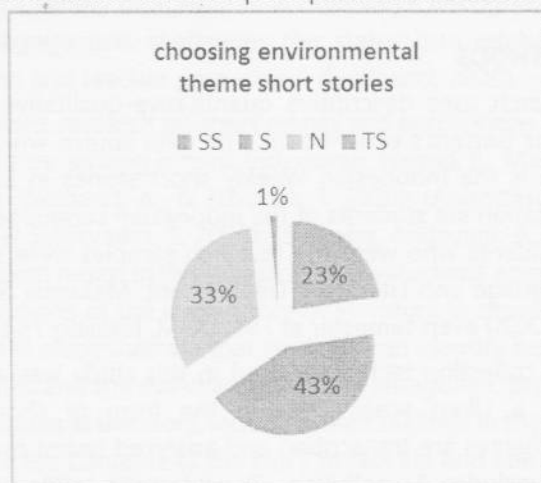


Figure 1. Student perceptions of choosing environmental theme short stories

2. Pollution

In the pollution questionnaire section "I rearranged the deforested forest so that pollution does not occur, as did the figures of Madskur and Rahmat in the Destruction of Prohibited Forests" dominated by students who agreed with the phenomenon of pollution, 45% agreed, 42% strongly agreed, 11% were neutral and 2% disagreed. It can clearly be seen in Figure 2 below.

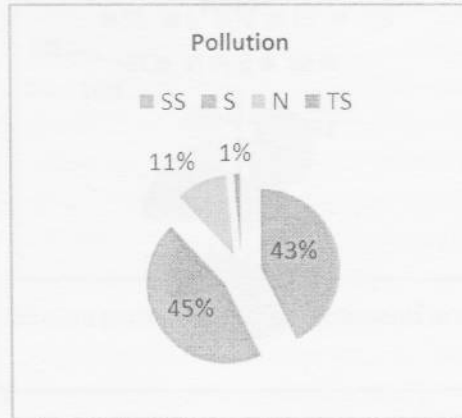


Figure 2. Students' perceptions of pollution in short stories

3. Natural Disasters

In the questionnaire section "I believe that natural disasters in the form of landslides and flooding if they destroy forests" are dominated by students who strongly agree, 44% strongly agree, 41% agree, 13% are neutral, and 2% disagree. This can be seen in Figure 3 below.

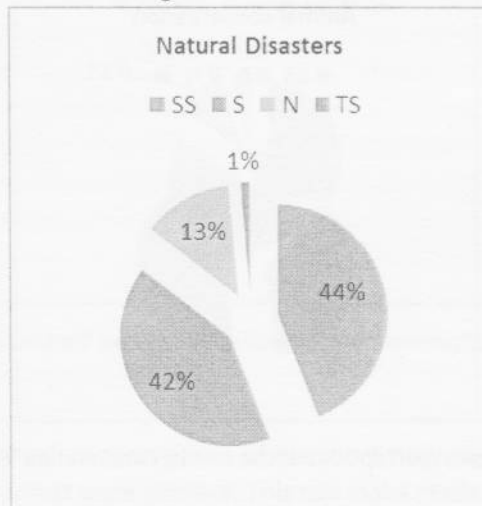


Figure 3. Students' perceptions of disasters in short stories

4. Forest

In the questionnaire section "I defend the forest as Sir Madzkur defends the forest in his village, dominated by students who agree, 61% agree, 24% strongly agree, 13% are neutral, and 2% disagree. It can be seen in Figure 4 below.

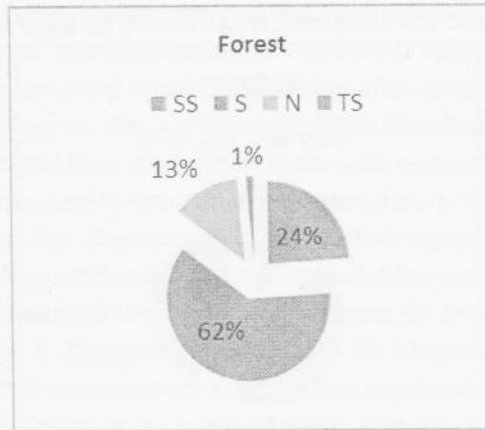


Figure 4. Student perceptions about forests in short stories

5. Animal Conservation

In the questionnaire section, "I support the character Pak Madzkur in the short story fighting for animal preservation, dominated by students who strongly agree, 52% strongly agree, 35% agree, and 13% are neutral. This can be seen in Figure 5 below.

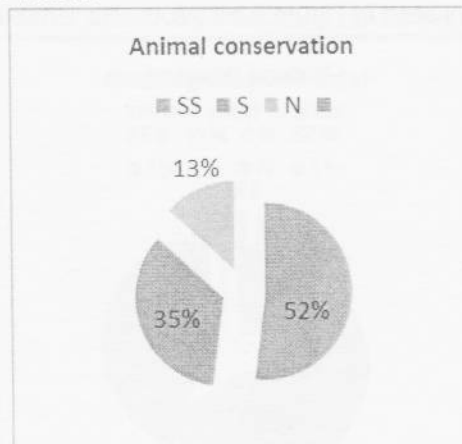


Figure 5. Students' perceptions about animal conservation in short stories

6. Dwelling Settlements

In the questionnaire section "I organize rural and urban settlements

by maintaining the forest as a source of water and the availability of water catchment areas such as the hole in the ban" was dominated by students who agreed, 48% agreed, 32% strongly agreed, 16% were neutral, 3% disagreed, and 1% strongly disagreed. It can clearly be seen in Figure 6 below.

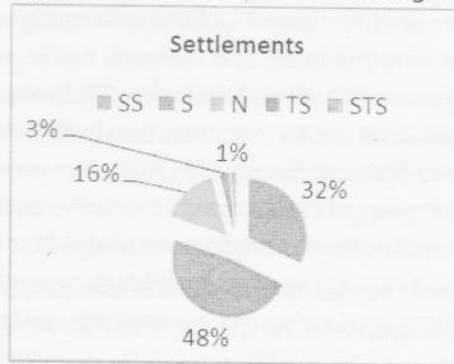


Figure 6. Student perceptions about settlements in short story

7. Global Warming

In the questionnaire section "I organize and protect the forest so that it doesn't burn by the flames and then destroy the entire forest," the global warming is dominated by students who agree, 47% agree, 37% strongly agree, 12% are neutral, 3% disagree, and 1% strongly disagreed. It can be seen in Figure 7 below.

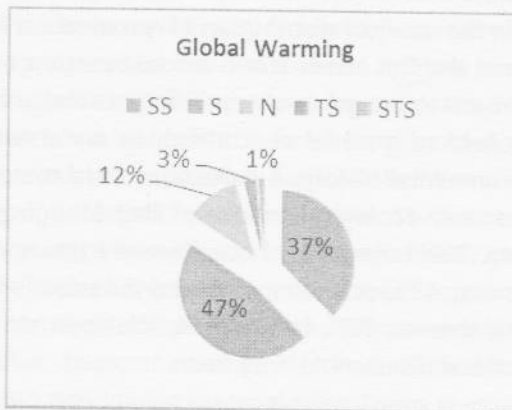


Figure 7. Students' perceptions about global warming in short story

DISCUSSION

Students' affective perceptions of the short story about the destruction of the prohibited forest were positive. This can make students closer to nature interpersonal. The findings of this research support the idea that understanding important events in a person's life can facilitate interpersonal closeness

(Trilla, Weigand, A., & Dziobek, I. 2020). This study provides students with an understanding of short stories as a learning medium that can provide feedback on natural, non-human-human relationships. In accordance with the research (Anggitasari, Tarwana, W., Febriani, R. B., & Syafryadin, S. 2020) that there is positive feedback on using Wattpad as a literary learning medium containing short stories as a learning medium. This research can increase the discourse of natural awareness among students (Herbowo, 2020) and ecological literacy (Ramsay, 2020) about how urban communities in the Arab world acquire ecological literacy (eco-literacy). Simpande (2020) has researched nature and highlighted the contribution of Zambian authors to the discourse of increasing awareness of natural and environmental issues of the 21st century.

Students as short stories readers of the destruction of the forbidden forest have a positive response to the short stories they have read as Barr (1991) says that readers with a positive attitude towards literary texts show a higher emotional inclusion than those with negative attitudes. This is evidenced by the 41% selection of students with environmental themes. Furthermore, research conducted by Purves, There are many other studies in Barr's book that focus on reader responses as suggested by Beach and Marshall (1990). Based on a questionnaire circulated by researchers to students, it turns out that the students agree with the characters in the short stories, to defend the forest in their village, 61%. Then followed by animal conservation, 52%. This narrative is in accordance with research (Ayide, 2020) which emphasizes neglected non-human elements in the unequal distribution of resources so that animals and humans are exposed and this research is in accordance (Jørgensen, 2020) with an ecocritical approach to the genre of scientific texts and animal biographies and the evolving field of material ecocriticism to understand the complex narratives of environmental history; A collection of short stories by Hamsad Rangkuti's Cemara as an ecological critique of illegal logging and hunting of wildlife (Anggarista, 2020). Residential questionnaire items, 48% of students agree; global warming, 47%; pollution, 45%, and the selection of short stories with environmental themes, 43%. Furthermore, the short story questionnaire items related to natural disasters 41% agreed.

There are various kinds of learning that can be taken by students in this short story. As stated by (deVries, 2019) that in learning short stories students will get the freedom to think creatively and participate actively so that emotional intelligence can be well-formed. In addition, the elements of short story builder can change students' thinking and behavior, so that they get lessons from experience. Students will be invited to develop empathy and critical thinking skills (Setyoko, Andayani, A., & Setiawan, B., 2020). Furthermore, this research supports research (Inderawati, Hamid, E., Masri, A., & Ansori, A., 2011) in which

students appreciate literature and their perceptions of the importance of literature in developing character and literary appreciation activities in non-departmental and faculty. language can be categorized as very good (96.2%). This shows the need for ecocritical pedagogy between higher education and teacher preparation (Lupinacci, 2020). The ecocritic element reflected by the author through the short story of the destruction of the prohibited forest integrates ecological values in literary teaching. The results of this study are in accordance with research (Hakim, Fahmi, N. K., & Ilmia, W., 2020) which shows that the author in the collection of short stories by Hamsad Rangkuti reflects environmental phenomena including illegal logging, buying and selling of protected animals, and exploitation of gold. Furthermore (Hakim, Fahmi, N. K., & Ilmia, W., 2020) argued that literature in education has a role in developing the language, cognitive, affective, psychomotor, personality, and social aspects of students.

The environmental phenomenon narrated by the author in the short stories published by the Indonesian weekly newspaper based on this research is in accordance with the concept of Garrad, 2004; namely, forest, forest constituting an area that becomes a buffer for natural disasters in the vicinity of a settlement and becomes the source of livelihood for the surrounding population; Pollution, destruction and burning of forests on a large scale have plagued the surrounding residential areas with smoke pollution; Natural disasters, threatening residents around the prohibited forest area because the prohibited forest has been exploited by residents; Settlements, areas that should be forest areas are converted into settlements; Animals, animals living in the prohibited forest area have their life pressed due to the fact that the local people have exploited the forest and built the forest for plantations, animal life in the prohibited forest area is under pressure; Earth (Global Warming), burning forests and the absence of trees that can absorb ozone. So that the warming on the earth, the temperature of the air increases, there has been global warming with a reduction in the area of the forest area and the function of forest areas has been converted into vegetable plantations by large companies. Here the author narrates the Mazkur character as the key to the ecocritical thought movement, namely human and non-human material ecocriticism coexist and interact with each other (Termizi & Said, N. A. A. M., 2020). And the author narrates Lubuk as a source of water in a short story (Cahillane, 2020) in the novel Thea Astley analyzes the representation of water as an energy source.

CONCLUSION

Students' affective perceptions of the short story about the destruction of the prohibited forest were positive. Based on the questionnaire circulated

by researchers to students, it turned out that the students gave a positive response by agreeing to the characters in the short stories to defend the forest in their village, 61%. Then followed by animal conservation, 52%; settlement, 48%; global warming, 47%; pollution, 45% and the selection of short stories with the theme of the environment, 43%, and 41% natural disasters. Environmental phenomena contained in short stories published by the Indonesian weekly newspaper, namely, *Forest*, forest which is an area that becomes a buffer for natural disasters around settlements and becomes the source of life for residents around it; Pollution, destruction and burning of forests on a large scale have plagued the surrounding residential areas with smoke pollution; Natural disasters, threatening residents around the prohibited forest area because the prohibited forest has been exploited by residents; Settlements, areas that should be forest areas are converted into settlements; animals living in the prohibited forest area have their life pressed due to the fact that the local people have exploited the forest and made forest for plantations, animal life in the prohibited forest area is under pressure; Earth (Global Warming), the burning of forests and the absence of trees that can absorb ozone so that it causes warming on the earth, the air temperature increases, there has been global warming with reduced forest areas and the company has switched the function of forest areas to vegetable plantations. big. The research objective was achieved by returning the questionnaire by almost 100%.

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